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ABSTRACT

The Mainstreaming Minority Women's Studies Program (MMWSP) is discussed, in this pamphlet. Since its launching in 1988, the program has grown to include 13 public and private institutions, with 13 participating projects. The research centers involved in the program are addressing the multiple realities of women in their ethnic, racial, and class diversity, with reference to sexual preference, age, and other often overlooked categories used to marginalize women; they are also addressing faculty retraining as they challenge traditional academic assumptions. The MMWSP was designed to enable the institutions to collaborate with minority scholars and racial-ethnic studies programs in planning and implementing projects to incorporate research and teaching about women of color into the undergraduate curriculum. The major emphasis of each project reflects the reality of each respective institution. For all projects, the primary concern is promoting further awareness of the faculty concerning women of color. Projects have moved toward the following four main goals: (1) moving the concerns of women of color to the center of curriculum reform; (2) forcing women's studies to address existing exclusions; (3) addressing the necessity of bringing racial ethnic analysis to women's studies and gender analysis to racial ethnic studies; and (4) creating opportunities for teachers to talk about teaching. Each of the 13 projects is described, with attention to both goals and accomplishments. (SLD)

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MAINSTREAMING MINORITY WOMEN'S STUDIES PROGRAM

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THE NATIONAL COUNCIL FOR RESEARCH ON WOMEN

1991

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STAFF

Mary Ellen S. Capek
Executive Director

Debra L. Schultz
Assistant Director

Paulette P. Tulloch
Office Manager

Liza Fiol-Matta
Project Coordinator

Mariam K. Chamberlain
Founding President and Resident Scholar

National Council for Research on Women
Sara Delano Roosevelt Memorial House
47-49 East 65th Street
New York, NY 10021
212/570-5001

MAINSTREAMING MINORITY WOMEN'S STUDIES

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WOMEN'S STUDIES AND THE EVOLUTION OF MAINSTREAMING

The initiation and growth of women's studies as a formal area of teaching and research is one of the major curriculum achievements in higher education over the last twenty years. The idea of women's studies emerged in the late 1960's under the impetus of the women's movement and has progressed rapidly since then as a result of the efforts of feminist scholars, mostly but not exclusively women. Over forty percent of all colleges and universities in the country now offer women's studies courses, and the number is still growing. Moreover, women's studies began to cross national boundaries with the advent of the United Nations Decade for Women in 1975 and now appears in many countries throughout the world, including developing countries.

As the new scholarship progressed, it began to challenge assumptions of the core disciplines of the liberal arts curriculum--history, literature, sociology and other fields in the humanities and social sciences. In 1976, a group of Princeton University faculty members undertook the first attempt to measure the impact of women's studies on the college curriculum. The project, funded by the Ford Foundation, was limited to an examination of introductory courses in four disciplines that were among the most active in women's studies--history, sociology, psychology, and English. The staff of the project collected and analyzed 355 course syllabi from 172 departments in a variety of institutions. Questionnaires sent to department chairs, directors of women's studies programs, and publishers of textbooks provided supplementary information. It became clear that, with few exceptions, little or no attention was being given to women in the mainstream curriculum. Department chairs reported that the presence of women in their departments and the existence of a women's studies program on campus were important in determining whether individual faculty members were taking heed of the new scholarship on women and incorporating it into their courses. Unless they did so, as the report pointed out, most undergraduate men and many undergraduate women would continue to leave college without considering the role of women in history, the implications of sex discrimination in the labor market, or the influence of sex stereotyping on their daily lives. As a result, these men and women would be making policy and shaping society without benefit of this knowledge. It was concluded, therefore, that special efforts were called for to introduce faculty members to the new scholarship on women and its implications for the curriculum.

Since that time, there have been numerous curriculum integration projects designed to do just that. They have used a variety of approaches, including the preparation of monographs and guides to relevant topics and source material, workshops, summer institutes, conferences, faculty development grants, consultations and curriculum revision programs. Among the earliest and most extensive of these projects was a four-year cross-disciplinary program at the University of Arizona funded by the National Endowment for the Humanities. This program, which began in 1981, was a forerunner in what became a movement to integrate material about women into the core curriculum. By 1985, there were over 80 such projects, and there have been many more since then. Financial support has been provided by foundations, federal and state agencies, and sometimes by the institutions themselves.

Having had a long commitment to the development and institutionalization of women's studies, the Ford Foundation more recently turned its attention more specifically to the growing body of scholarship on women of color and the increasing number of minority women scholars active in its production. In 1986, grants to Spelman College and Memphis State University, which house two of the principal centers for research on black women, laid the groundwork for a comprehensive program to mainstream minority women's studies. The broader program was launched in 1988 with grants to four institutions, followed by a second round of grants in 1989 bringing seven additional institutions into the program. Since that time, two more institutions have joined the program, raising the total to thirteen.

Institutions were selected on the basis of projects submitted by campus-based centers for research on women that were affiliated with women's studies programs. With one exception, they were all institutional members or affiliates of the National Council for Research on Women. The program was designed to enable these centers, many of which were already engaged in curriculum integration efforts, to collaborate with minority scholars and racial-ethnic studies programs in planning and implementing projects to incorporate research and teaching about women of color into the undergraduate curriculum. This pamphlet includes descriptions of each of their projects.

The Ford Foundation also made a grant to the National Council for Research on Women to coordinate the work of the participating projects in the Mainstreaming Women's Studies Program. The functions of the Council are to facilitate communication and cooperative exchange among the program grantees, to assist projects in generating and distributing resource materials, and to disseminate information, material, and strategies for

mainstreaming minority women's studies. Information about the program and ongoing activities of the participating projects is published in *Women's Research Network News*, the Council's quarterly newsletter. Leslie I. Hill served as Project Coordinator during the first phase of the program. She was succeeded by Liza Fiol-Matta, who is the current Coordinator.

The Foundation made a subsidiary grant to the University of Washington for a comprehensive evaluation of the program by a team of three specialists, combining expertise in ethnic studies, curriculum integration methods, and evaluation research. Following the conclusion of the program, a volume of course syllabi and other curriculum resources emanating from the program will be published in a volume prepared in collaboration with the Feminist Press.

The information that follows updates an earlier pamphlet on the Mainstreaming Minority Women's Studies Program published by the Council in 1989. The program is indebted to Alison Bernstein, formerly of the Ford Foundation and now Associate Dean of the Faculty at Princeton University, for her ideas, encouragement and support.

Mariam Chamberlain
Founding President
National Council for Research on Women

MAINSTREAMING MINORITY WOMEN'S STUDIES PROGRAM

INTRODUCTION

As feminism and feminist research continue to expand the "traditional" academic disciplines, Women's Studies has also been challenged to broaden its understanding of areas that until recently seemed to come with the territory. In a field where the bottom line is the uncovering of power relationships and systems of oppression based on gender, the last few years have brought important new critiques of racial and ethnic dimensions of feminist knowledge. What is missing, these critiques point out, are the multiple realities of women--their racial, ethnic, and class diversity, and diversity based on sexual preference, age, and other overlooked categories often used to marginalize women. The research centers involved in the Ford Foundation-sponsored Mainstreaming Minority Women's Studies Program have addressed precisely these areas of exclusion, both in the curricula of their institutions and in ongoing women's studies research.

The projects described here take place in different settings. Some are based at private institutions, others at public; some are at small colleges, others at large research universities. While all in one way or another address faculty retraining and challenge traditional academic assumptions, the major mission of each project reflects the reality of the campus or institution. Several of the projects have as major concerns the development of resources or databases to facilitate future research about women of color. SUNY-Albany, for example, is establishing an online database of materials on Puerto Rican women. Memphis State has continued to expand its well-known pioneering database and resource center on women of color in the social sciences. UCLA has compiled a catalog of non-print materials. For all projects, however, the primary concern is promoting further awareness of faculty on the topic of women of color. In the projects at Arizona, Wisconsin, and Metro State, hundreds of faculty members in affiliated colleges and universities participated in project-sponsored colloquia and workshops. At other centers, the number of faculty working on syllabi and course revision, and reading the new scholarship on curriculum integration, was smaller. All projects expect the effect of their work on curriculum integration to be system- or campus-wide as faculty members return to their campuses and departments and share their ideas with their colleagues.

The impact of the program and projects can best be assessed by considering the many ways in which they address the gaps which traditional approaches to knowledge and teaching have created.

First, the program is innovative in its central and guiding premise--the importance of moving the experiences, expertise, knowledge, and research of women of color from the margins to the center of curriculum reform (in the disciplines and in the classroom). This is a necessary step toward completing the picture of the society we live in. At a time when cultural diversity has become more of a concern on our campuses than ever before, this program acknowledges that understanding and properly valuing that diversity comes from education and acceptance of the need to reformulate our own knowledge. One important result of the Mainstreaming Minority Women's Studies Program is that it has given a structure from which to broaden even the many terms of subjects of study which it set out to include. It reminds us that it is not a matter of simply subsuming the variety of minority experiences under words like "Asian," "Black," Hispanic," and "Native American," for these do not even begin to name the diversity of ethnicities, the multiplicity of nations, the myriad combinations of class and race represented--not submerged--in the term "women of color."

A second objective of the Mainstreaming Minority Women's Studies Program has been to force women's studies to look within and address existing exclusions. Identifying neglected and emerging scholars and unearthing new information and approaches to the various disciplines have been two of the most exciting results of this program. More than providing resource lists and interesting talks on women of color, however, a primary program objective has been to give recognition to those scholars whose work in their disciplines opens new doors on the realities of women of color in this country. Women of color scholars challenge, question, and modify the ways that the disciplinary areas have traditionally constituted knowledge. The program provides a variety of forums for women of color scholars to share their experience and knowledge with other colleagues and with each other. Through informal and formal meetings, these scholars have had the opportunity to contribute new knowledge on pedagogy and research from a pluralistic perspective. As a result, these projects have been at the forefront of cultural diversity projects and other campus-based curriculum transformation projects. Furthermore, the expertise of women of color, speaking for themselves and their own, has shaped the projects described in this booklet. Through collaborative efforts, the women involved in the various projects have filled many of the existing exclusionary gaps.

Third, the projects have addressed how essential it is to bring racial ethnic analysis to women's studies and gender analysis to racial ethnic studies. While both have traditionally studied systems of oppression, the former's emphasis on gender analysis and the latter's on race analysis, even when intersecting with other modes like class, have not necessarily led to

overlapping and integrating the two. Thus, for many years what Spelman has called the "ampersand question" (being Chicana and female, black and female, for example) was perceived as a polarized duality and not the integrated, whole experience of women of color. All the activities designed by the program acknowledge the need to integrate these two areas.

Finally, and perhaps most important for faculty members engaged in the actual curriculum work, the projects have created spaces and times, forums and strategies, for teachers to talk about teaching. The projects are stimulating and vital because they tackle the program's objectives concretely; they provide the opportunity for university and college faculty to talk about methodology as well as content. Workshops and seminars address how to incorporate those materials about women of color that have been discovered. With the emphasis on integration into the curriculum, syllabi and course revisions are the major tangible products that the program has generated. Faculty development is another of the productive and innovative areas addressed by the projects, and the emphasis on teaching and new material opens the door to faculty renewal and engagement with the new knowledge.

The program has been far-reaching and ambitious in its ends. Not all its goals have yet been attained, as this is a novel way of approaching a many-pronged problem and certainly needs to be continued and refined depending on campus needs and politics. But among the achievements that stand out, and what certainly can be addressed in other projects or by campus committees charged with looking at diversity and curriculum issues, are fostering ties between racial ethnic studies and women's studies and rewarding faculty who are engaged in addressing the problems through the creation of materials and revision of syllabi or courses to reflect the experience and the new knowledge of women of color in the curriculum. The importance of appointing women of color to play central, not peripheral, roles in directing and planning these initiatives cannot be stressed enough.

Much remains to be done. The first concern may be how to institutionalize the ongoing activities that these projects have begun, including institutional commitment to further faculty development. Another concern must be recognition that for too long the experience and knowledge of women of color has been segregated from the mainstream, its humanizing potential ignored. This program demonstrates that it is possible to change the ways we teach and learn and to create a curriculum that encompasses the complexity of contemporary American reality in all its diversity.

Liza Fiol-Matta
Project Coordinator

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BARNARD COLLEGE
THE BARNARD CENTER FOR RESEARCH ON WOMEN

Program On Mainstreaming Minority Women's Studies

The Barnard Center for Research on Women works with the Barnard College First Year Seminar Program to incorporate scholarship on minority women into the curriculum. First year students are required to take a First Year Seminar taught by faculty in the humanities and social sciences. Introducing texts by and about minority women into their seminars broadens the academic experience of Barnard students and encourages Barnard professors to integrate issues concerning women of color into other courses.

Six new seminars per year have been developed over the two-year grant period. More will be substantially revised. Stipends are paid to faculty who devote out-of-term time to reconceptualize current courses or create new ones. The Center has intensified its current practice of offering research assistance to faculty using its comprehensive resource collection. Instructors who seek to incorporate material on minority women into their courses are allotted bibliographic aid from student assistants whose work has been organized by the Center.

To assist faculty members working on issues related to people of color, outside experts and local scholars have been invited to give public lectures and workshops offering faculty, students, and the general public the opportunity to meet and learn from outstanding scholars working in the areas of women's studies and ethnic studies. The Center for Research on Women has used its extensive programming experience to coordinate these events.

Barnard College's Committee on Instruction will evaluate the efforts to incorporate scholarship on minority women. At the end of the grant period, a questionnaire will be given to all students in the Freshmen Seminar Program to evaluate program courses with respect to the roles that minority women played in them.

Project Director: Temma Kaplan
Project Coordinator: Ruth Farmer
Director of the First Year Seminar Program:
Helene Foley
The Barnard Center for Research on Women
3009 Broadway at 117th Street
New York, NY 10027
212/854-2067

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UNIVERSITY OF CALIFORNIA, LOS ANGELES
CENTER FOR THE STUDY OF WOMEN

Ford Ethnic Women's Curriculum Transformation Project (FEW)

The primary goal of this program is the transformation of syllabi and pedagogy for existing courses and the creation of new courses that incorporate perspectives from current research on ethnic women into the undergraduate liberal arts curriculum. Other goals include development of a bibliographic database and resource materials, appropriate teaching strategies, and effective means of dealing with changed classroom dynamics that result from a transformed curriculum and innovative pedagogy.

Focusing on the incorporation of new research on African American, Hispanic, American Indian and Asian American women, the program seeks to revise existing syllabi in targeted lower and upper division courses; to create new courses in departmental majors, ethnic studies programs, women's studies, and the core curriculum; to identify teaching strategies and assignments; to develop course-related material to broaden the base of knowledge and resources for faculty and students; to create and disseminate a bibliographic database; to train graduate students how to prepare and teach transformed courses for the multi-ethnic classroom; and to assist campus planning for future curriculum transformation efforts. It is anticipated that the result will be at least 55-65 revised syllabi, including some six to ten existing general education courses with large yearly enrollments (500-2000), and three to five new "concept" courses that will fulfill UCLA's proposed new ethnic/gender requirement.

Seven faculty development seminars (1989-91) provide an opportunity for selected participants--primarily from the humanities and social sciences--to read, discuss, and integrate into courses new theoretical and research perspectives derived from the study of gender and ethnicity. Weekly meetings involve eight to eleven faculty members (with a course release or summer stipend) and four to six graduate students (receiving course credit). Each seminar is designed and facilitated by two faculty members whose research embraces different areas of gender and/or ethnic scholarship. The seven seminars are American and Related Literatures, Sociology, Psychology and Cognate Fields, History, Interdisciplinary I, American Ethnic Studies, and Interdisciplinary II: The Americas--Crossing Borders. The project seeks also to evaluate the effectiveness and dynamics of different seminar models, ranging from discipline-specific to interdisciplinary, and organized variously by ethnic groups, conceptual/analytical categories, or themes.

As part of the program, FEW also proposes to create and disseminate a database of bibliographic and film video materials about African American, Hispanic, American Indian, and Asian American Women. This database will become the core of a potential UCLA repository of materials on curriculum transformation and ethnic women.

The FEW seminars offer a unique opportunity for faculty members to engage in discussion about the pedagogical strategies and classroom skills for transforming courses in terms of process as well as substance. Faculty members have been receptive, intensely engaged, and understanding of the project's importance for UCLA's liberal arts curriculum. Regional institutions of higher education have drawn upon the FEW project model, materials, and faculty expertise as they seek to devise similar curriculum transformation efforts, specifically to meet the needs of campuses, such as UCLA, where ethnic students are the new majority.

Project Director: Karen E. Rowe
UCLA Center for the Study of Women
236A Kinsey Hall
University of California, Los Angeles
405 Hilgard Ave.
Los Angeles, CA 90024
213/825-0590

Project Manager: Norma W. Rice
FEW Project
A349 Franz Hall
213/206-5718

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DUKE UNIVERSITY/UNIVERSITY OF NORTH CAROLINA CENTER FOR RESEARCH ON WOMEN

Integrating Women of Color Into the Liberal Arts Curriculum

The Duke-UNC Center for Research on Women was founded in 1981 to explore the ways in which issues of gender are invariably shaped by issues of race and class. The Center has been committed to the belief that diversity as well as commonality is central to scholarship about women. Based on this belief, Women's Studies is viewed as a truncated discipline as long as it lacks full and equal attention to ways that race and class have shaped women's experiences and created a rich diversity of perspectives and cultures as well as common bonds of gender. As a result of these beliefs, the intersection of gender, class, and race was made the centerpiece of curriculum development efforts.

Based on the success of the Duke-UNC Center over the past five years in curriculum development work with more than twenty-five other schools in the tri-state region of Virginia, North Carolina and South Carolina, this project attempts to reform the introductory course curricula at the two "flagship" institutions--Duke University and the University of North Carolina at Chapel Hill--in the disciplines of History, Literature, Anthropology and Sociology. The aim of the project is to incorporate scholarship on women of color--specifically Afro-American women--into introductory courses, to facilitate collaboration between Afro-American Studies and Women's Studies, and to establish a foundation for sustained attention to minority and women's concerns in institutions that now serve more than 30,000 students.

During the academic year 1989-90, fifteen Duke and UNC-CH faculty from the targeted departments were invited to participate in a year-long seminar. In the first semester the group met every other week in an interdisciplinary forum to engage in common readings and discussions intended to familiarize the participants with the importance of integrating material on race and gender into the curriculum. Outside consultants were invited to make presentations on curriculum integration. The general framework for the first semester encouraged cross-fertilization among different disciplines and acquisition of a conceptual critique of the existing curriculum that facilitated the reform effort.

For the second semester the group broke down into smaller working teams to develop specific new syllabi integrating race and gender into existing introductory courses. As these new syllabi were generated, participants submitted them to the larger group to get feedback. Syllabi were also sent to outside consultants for their responses. Staff from the Research Center worked closely with the faculty to secure teaching materials, films, and other aids to enhance the presentation of revised courses in the Fall of 1990. During the academic year (1990-91) the project will use the same format, with 15 new faculty from Duke and UNC selected to participate.

Project Director: Christina Greene
Center for Research on Women
Duke University/University of North Carolina
207 East Duke Building
Durham, NC 27708
919/684-6641

UNIVERSITY OF ARIZONA
SOUTHWEST INSTITUTE FOR RESEARCH ON WOMEN

Integrating Minority Women Into the Liberal Arts Curriculum

"Integrating Minority Women into the Liberal Arts Curriculum" is a two-year consortium project co-sponsored by the Southwest Institute for Research on Women (SIROW) and the Mexican American Studies and Research Center at the University of Arizona. The project seeks to integrate materials on women of color into high-enrollment, undergraduate, liberal arts courses on seven campuses in Colorado and Arizona. The participating institutions are the University of Arizona, Arizona State University, Northern Arizona University, Metropolitan State University in Denver, Northern Colorado University and the two campuses of the University of Colorado at Boulder and Colorado Springs.

Project activities began in January 1989 with leadership meetings for co-coordinators, representing Women's Studies and Ethnic Studies, and project librarians. In addition to planning project activities, project staff discussed some of the conceptual issues of exclusionary practices and curriculum integration. Librarians at each campus were asked to prepare listings of materials available on their respective campuses pertaining to women of color and to develop strategies for working with faculty participants. The listings facilitated the compilation of bibliographies, lists of audio-visual materials, successful course syllabi, and teaching units focused on minority women that were developed in previous curriculum integration projects. These materials were distributed to faculty to assist them in revising their courses.

By the summer of 1989, each campus recruited faculty to participate in the revision of introductory and general education courses in such disciplines as Sociology, Psychology, Political Science, History, Anthropology, and English. Forty participants attended a series of colloquia and workshops on minority women led by Hispanic, American Indian, Black and Asian American scholars. In addition, consultants--scholars with expertise in minority women's studies--were invited to speak at campus-wide seminars at each institution in order to introduce the general faculty to the scholarship on women of color. At least one presentation has been made on each campus, and many campuses have sponsored two or three outside consultants. Attendance for some of the speakers at the campus-wide seminars has been outstanding, with community participation and news coverage.

Other workshops and seminars for faculty participants have addressed issues ranging from classroom resistance to materials to the resources available on and by racial/ethnic women and how to incorporate these materials into their courses. Forty high-enrollment courses have been revised in the first year of the project and were taught during the 1989-1990 academic year.

The co-sponsorship of this project by SIROW and the Mexican-American Studies Center utilizes the former's knowledge of curriculum integration strategies with the latter's expertise and contacts with both minority scholars and regional ethnic studies programs. Such collaboration will increase communication between women's and minority studies programs at these institutions, encourage the development of faculty networks, and foster possibilities for new research and collaboration.

Project Co-Directors: Karen Anderson and
John Garcia
Southwest Institute for Research on Women
University of Arizona
Douglas Building 102
Garden Level
Tuscon, AZ 85721
602/621-7338

MEMPHIS STATE UNIVERSITY
CENTER FOR RESEARCH ON WOMEN

Integrating Women of Color Into the Curriculum

Beginning in the Fall of 1989, Memphis State University instituted new core educational requirements. Many courses were mandated to address issues of race, gender, and ethnicity, but the courses vary in their success in accomplishing this objective. This Center project supports efforts to integrate race and gender into general education courses at Memphis State.

Seven large enrollment general education courses in the following departments received assistance in their efforts to integrate race and gender: Anthropology, Communications and Theater, Criminal Justice, History, Political Science, and Sociology. A small advisory board of area faculty with expertise works with the general education committees of each department to help develop departmental strategies to familiarize their faculty with the new scholarship on race and gender and to develop courses which reflect the perspectives, contributions, and interests of women and people of color. The newly designed courses were taught in the 1989-90 and 1990-91 academic years. There will be meetings with project staff and departmental general education committees to review the effectiveness of these courses in light of the University's new core educational program goals.

In addition to consultants and the faculty workshops, the integration project provided scholarships for faculty in the targeted departments to attend the Center's annual workshops on integrating race and gender into the curriculum in 1989 and 1990. These activities gave Memphis State University faculty an opportunity to meet with scholars from around the country, work intensively on their courses, and discuss general pedagogical issues.

Project Director: Elizabeth Higginbotham
Center for Research on Women
Memphis State University
College of Arts and Sciences
Memphis, TN 38152
901/678-2770

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GEORGE WASHINGTON UNIVERSITY
WOMEN'S STUDIES PROGRAM AND POLICY CENTER

Women of Color In the Liberal Arts Curriculum

"We seem to assume that what we teach has some relation to reality...."
(Seminar participant)

In May 1989, sixteen George Washington University faculty members--and in 1990, 10 faculty members--were invited to participate in a project to integrate material about women of color into one of their basic courses in the undergraduate liberal arts curriculum. Assisted by four expert scholars from the District of Columbia Consortium of Universities in 1989 and by three guest scholars in 1990, the faculty groups met together to examine the perspectives and assumptions of their disciplines towards women of color, to read critiques of their disciplines based on gender and race analyses, to formulate new questions that open up information about women of color, and to create ways to change their syllabi to reflect new information and perspectives. Over the summer, participants planned final course revisions with assistance from the central Gelman Library subject specialists, who helped develop a bibliographic base of new scholarship and of book, article, film and video resources.

During Fall 1989, faculty (with one course release time) met monthly to report about how they had changed courses and to give examples of readings, films, data sets, and analyses they had used in classes. Campus publicity was gained with project descriptions on all revised course syllabi and with a four-lecture series on women of color in politics, history, literature, and scientific thought. In Fall 1990, faculty teaching newly-revised courses (also with release time) held information seminars. Both groups will present their learnings to the undergraduate curriculum committee, to departmental seminars, and to the Council of Deans.

This transformation project rests on two important design decisions. First, faculty come from a wide range of departments (four in the social sciences, two in the humanities, two in "bridge" disciplines of History and Women's Studies, and one in the sciences). In 1989 these were: Economics, Sociology, Political Science, Psychology; American Studies, English, Religion, Romance Languages; History and Women's Studies; and Biology. The departments of Theatre and Anthropology were added in 1990, as were International Relations in the School of International Affairs, and Human Resources in the School of Business. Second, the seminar took as its charge

looking at various groups of women of color--African-American, Asian-American, Hispanic, and American Indian. This decision was made to create an account of racism in the United States that is more than a limited dichotomy of black and white, or of white and "colored." Third, participants and guests were selected to create a seminar balanced along racial, gender, and seniority lines, as well as those of academic disciplines. No group of people was likely to be talked about as an "other," because someone from salient racial, gender, class, or religious groups was in the room to be part of the conversation. Fourth, the seminars were led through a series of activities to review current syllabi, to design alternative course approaches, and to set goals for course revision. The faculty spent little passive time listening to lectures or discussing experts' theories. Rather, they challenged and helped each other to formulate ways to solve a basic problem--how to incorporate the experiences of a diverse national and world population into our current curriculum.

Upon a positive reception from faculty participants and students in their classes, the project seeks to become an established part of campus planning about the curriculum through a campus teaching center, the Honors program, and faculty evaluations.

Project Director: Phyllis Palmer
Women's Studies Program and Policy Center
George Washington University
217 Funger Hall
Washington, DC 20052
202/ 994-6942

CITY UNIVERSITY OF NEW YORK GRADUATE SCHOOL AND UNIVERSITY CENTER
CENTER FOR THE STUDY OF WOMEN AND SOCIETY

Infusing Material On Minority Women Into the Liberal Arts Curriculum of the CUNY Senior Colleges: A Collaborative Outreach Project

This project is designed to encourage and assist a substantial number of full-time Liberal Arts faculty at the ten senior colleges of City University of New York to incorporate material by and about minority women into introductory courses and to establish a formal and active network which will continue to promote this goal after the grant terminates.

The project has several objectives including maximizing the number of faculty members who participate and especially targeting male faculty and faculty who feel insufficiently knowledgeable about scholarship on women of color. The project is not designed to produce experts in the new scholarship about minority women; rather it aims to have as many faculty members as possible include at least some material on women of color, particularly Latinas, African American, and Asian American women, and to encourage them to revise reading lists and lecture topics to reflect the new scholarship.

In order to implement these objectives, the project held seven intensive one week seminars, each targeting one specific introductory course in American History, American Literature, Economics, Political Science, Sociology, Psychology and English Composition. Seminars were designed to provide participants with information and resources that can be integrated into each basic course. The material also addressed issues concerning sensitivity to human diversity and to the multiplicity of backgrounds and plurality of experiences in the classroom. About 80 faculty members participated in the seminars which were held during the June 1990 break to avoid administrative interventions.

To provide a vehicle for informing non-participating colleagues about ongoing activities and encouraging their participation, all faculty members were invited to meetings and lectures to be held during the 1990-1991 academic year. An organized network will be created, with an administrative structure, for the purpose of continuing these activities and sponsoring faculty outreach activities. CUNY faculty with expertise in the new scholarship on minority women will serve as a "mentor" pool and be available to faculty seeking additional resources or assistance. In addition, a monthly newsletter containing faculty members' teaching experiences and curriculum suggestions will be published and made available to all CUNY faculty.

These networks and tools will be developed to provide a system that will encourage, support, and assist faculty in the pursuit of advanced knowledge and course revision, to organize a core of faculty committed to "spreading the word," and to be visible and accessible to the larger faculty community.

Project Director: Sue Rosenberg Zalk
Center for the Study of Women and Society
City University of New York
33 West 42nd Street
New York, NY 10036
212/642-2954

COLUMBIA UNIVERSITY
INSTITUTE FOR RESEARCH ON WOMEN AND GENDER

The Integration of Scholarship on Minority Women In the Undergraduate Curriculum

Columbia University's plan for integrating research on minority women into its undergraduate curriculum focused on revising the curriculum of, and encouraging increased enrollment in, six widely-subscribed undergraduate courses in the social sciences and humanities. The process of revising, offering, and evaluating these courses involved workshops conducted by local and area minority scholars; bibliographic research by graduate students associated with the Institute for Research on Women and Gender; summer research grants to faculty teaching the targeted courses; and a year-long seminar attended by selected distinguished Columbia senior faculty in the social sciences and humanities as well as six course instructors.

There also are plans to strengthen the University's infrastructure for this work by establishing a Resource Center at the Institute and by developing a bibliographic database relevant to minority women's studies. Finally, to publicize the program and to encourage enrollment in the targeted courses, the Institute will sponsor several prizes for scholarly work on minority women prepared by participating undergraduate students.

The six courses targeted for this project were high-enrollment courses in the departments of Anthropology, Sociology, Economics, Political Science, History, and English and Comparative Literature. In addition to their large enrollments, courses were selected because of the obvious relevance of minority women's history and experience to their subject matter, and because of the expressed interest of the instructors in exploring the larger theoretical questions raised by incorporating ethnicity and gender into the curriculum.

Preparation began with faculty orientation workshops in the Spring of 1989 and continued with faculty research and course revision aided by graduate assistants during the summer. Participants met with the project advisory board and with consulting scholars to examine methodological and conceptual issues arising from the scholarship on women of color. The six revised courses were offered during the 1989-90 academic year.

One of the features of this project was the participation by several key faculty leaders, among the most respected teachers at the University, both in course revision and the work of the faculty advisory committee. These faculty were willing to make serious efforts to act as emissaries to their own departments in order to ensure broad outreach for the integration project.

The group reviewed the impact of the revised courses near the end of the 1989-90 academic year, making suggestions for further revision and for strategies to involve larger numbers of their colleagues in this process. Faculty participants presented a report of their work formally to their respective departments.

Project Director: Martha Howell
Institute for Research on Women and Gender
Columbia University
763 Schermerhorn
New York, NY 10027
212/854-3277

METROPOLITAN STATE UNIVERSITY

Incorporating Feminist Scholarship Concerning Gender and Cultural Diversity into the Curriculum

This project enhances the mainstream undergraduate liberal arts curriculum and instruction at six colleges and universities through consortially coordinated faculty development as well as individual programs planned and carried out at each institution.

The six participating institutions in the Twin Cities metropolitan area are Augsburg College, the College of St. Catherine, Macalester College, Metropolitan and St. Cloud State Universities, and the University of Minnesota. A steering committee consisting of the project directors and other Women's Studies or ethnic studies representatives from each college coordinates activities for the consortium while project directors oversee separate campus projects. Approximately thirty local faculty with expertise in racial-ethnic studies serve as planning consultants.

Consortial activities include four minority women's studies institutes focused on African American, American Indian, Asian American and Hispanic American women. Each institute updates forty faculty with current theories, teaching strategies, and resources while addressing the intersections of class and sexual orientation with gender and race. Nationally recognized feminist scholars, assisted by local scholars, conducted each twelve-hour institute. In addition, the national scholars presented lectures open to general faculty, staff, and students.

Beyond these collective activities, each college implemented its own curriculum development project building on consortial activities to produce tangible curricular changes. Several campuses were sites for intensive training seminars for faculty in the humanities, social sciences, communications and human services in order to acquaint them with the new scholarship and introduce them to theoretical and pedagogical concerns regarding the relationship of race and gender to modes of disciplinary inquiry. Other teaching activities included year-long study groups and workshops to revise syllabi; training in the development of library resources on women of color; campus-wide forums open to students, faculty, and staff on African American, American Indian, Asian American, and Hispanic American women and their portrayal in the curriculum; a conference on women in science and mathematics; and lectures by U.S. minority women of achievement.

Following the close of the project, a report, bibliographies, and other resource materials will be made available to the academic vice presidents of all colleges and universities in Minnesota. In addition, a notice of bibliographies and other materials developed through the project will be distributed to member centers of the National Council for Research on Women, to the National Women's Studies, American Ethnic Studies, and Chicano Studies Associations and the National Conference for Black Studies, as well as various women's studies and racial/ethnic studies periodicals, in order to facilitate wider distribution.

Project Director: Marsha Neff
Women's Program
Metropolitan State University
Suite 121, Metro Square Building
121 Seventh Place East
St. Paul, MN 55101-2189
612/296-3875

UNIVERSITY OF OREGON
CENTER FOR THE STUDY OF WOMEN IN SOCIETY

A University for Everyone

The Center for the Study of Women in Society at the University of Oregon designed the project, "A University for Everyone," to meet the specific needs of an ethnically homogeneous university and, insofar as possible, to reach out to similarly situated sister institutions in the state. This project is designed to excite the faculty and help them transform their courses to incorporate women of color without overwhelming them, while attempting also to find ways of addressing racism on campus. This project will facilitate the implementation of the University's newly revised general education requirement that students take at least one course that focuses on race, gender, or a non-European culture.

The core of the project was a series of four-day visits by scholar/teachers to each of five departments--English, History, Humanities, Political Science and Sociology--during the 1989-90 academic year. During their visit each consultant gave a demonstration presentation in a survey course, a public lecture, and a workshop addressing methodological and pedagogical issues of teaching about gender and ethnicity. All of these events were open to faculty and graduate students at the University and to other institutions throughout the state. In seminars during the summer of 1990, ten faculty members selected by their departments worked on redesigning departmental introductory survey courses to be offered in the 1990-91 academic year. Workshops will be held during 1990-91 to address particularly the problems faculty confront in changing their courses. During the summer of 1991 participants will develop final versions of their syllabi.

To assist the faculty, project staff set up a small curriculum integration collection in the library room of the Center for the Study of Women in Society, so that all instructors in the humanities and social sciences will have easy access to appropriate materials. There is a plan to invite one library consultant to visit the campus and advise project and library staff on enhancing the collection at the main library in these areas.

One of the strengths at Oregon is the existence of a strong Women's Studies Program and endowed center for research on women. The Center has sponsored visiting scholars for each of the five years since its founding. For at least the next two years, the visiting scholars will be women of color with expertise in the scholarship on women of color and who have studied the intersection of race and gender. These scholars will reside on campus for at

least one quarter of each year, give public presentations, and offer a faculty-graduate student seminar.

Although combating racism is a thread that runs through all of these plans, the most direct means of addressing how anti-racism and curriculum change coalesce will be at the convocation entitled "A University for Everyone," which will take place during the 1990-91 school year. The convocation, comprised of a major public address and a series of workshops, will focus on the theme of diversity. The title of the convocation and the fact that it will inaugurate a year of changed curricula is designed to demonstrate how the intellectual, social, and moral life of the University flow together.

Project Director: Barbara Corrado Pope
Center for the Study of Women in Society
University of Oregon
Eugene, OR 97403
503/686-5015

UNIVERSITY OF WISCONSIN-MADISON
WOMEN'S STUDIES RESEARCH CENTER

Women of Color in the Curriculum Project

The Women of Color in the Curriculum Project (WOCC) brings together faculty from the University of Wisconsin-Madison and ten University of Wisconsin System campuses to work on integrating the new scholarship on women of color into the undergraduate liberal arts curriculum. Three departments at UW-Madison are participating, revising their large-enrollment introductory courses: English, History, and Political Science.

UW-Madison organized a series of six two-day workshops during the 1989-90 academic year. These workshops were attended by two co-leaders from each of the UW-System campuses and the three participating UW-Madison departments. Most of the workshops were led by outside consultants with expertise in minority women's studies and curriculum transformation. The topics for the six workshops were: Mainstreaming Women's Studies and Ethnic Studies; The New Scholarship on Hispanic Women; The New Scholarship on Black Women in the Social Sciences; The New Scholarship on Black Women in the Arts and Humanities; The New Scholarship on Asian-American women; and The New Scholarship on American Indian Women.

Once the co-leaders expanded their knowledge of this new scholarship by attending the workshops, they led a series of four to six seminars on their home campuses (UW System participants) or in their home departments (UW-Madison) to help other faculty revise their courses. Approximately 120-150 faculty are expected to participate in course revision. Faculty participants will work with graduate students who will assist them not only in course revision but also in discussion sessions when the revised courses are taught during the 1990-91 academic year.

At the end of the sixth workshop the participating faculty requested a follow up workshop during the Fall 1990 semester. In this workshop participants shared their revised syllabi, and reported on the implementation process (including difficulties) in their own campus or department.

An important component of the project was the participation of the UW-System's Women's Studies Librarian as a resource person and a communication link between campuses. Bibliographies of scholarship on ethnic minority women in various disciplines generated by her office were particularly helpful. Also, reviews of print and non-print materials

concerning women of color and the curriculum were made available to project participants system-wide in *Feminist Collections: A Quarterly of Women's Studies Resources*.

At the completion of the project, there will be a university-wide symposium on transforming the undergraduate curriculum by incorporating the scholarship on women of color and the publication of selected syllabi for the redesigned courses that will include contributions by consultants, internal evaluators, and participants.

Project Director: Cyrena Pondrom
Project Coordinator: Alejandra Elenas
Women's Studies Research Center
University of Wisconsin, Madison
209 North Brooks Street
Madison, WI 53715
608/263-2051

UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK INSTITUTE FOR RESEARCH ON WOMEN AND CENTER FOR LATIN AMERICA AND THE CARIBBEAN

Incorporating Puerto Rican Women Into the Curriculum and Research

The Institute for Research on Women (IROW) and the Center for Latin America and the Caribbean (CELAC) at the University at Albany, State University of New York (SUNY) have designed the project "Transforming Knowledge About Women of Color: Focus on Puerto Rican Women" as a project aimed at SUNY faculty development and retraining through a variety of activities. The particular emphasis on Puerto Rican women in this project stems from the faculty and programmatic strengths in Puerto Rican Studies and Women's Studies at this institution.

The overall objective of this two-year project (1990-92) is to offer the opportunity to 60 faculty members within the SUNY system to acquire the kind of knowledge and information that will assist them in changing selected courses or creating new ones to integrate issues of class, race, and gender, and in revising the theoretical and methodological approaches of their respective disciplines to the more inclusive approaches that will further enhance their classroom teaching as well as the formulation of research projects. The targeted disciplinary areas are Social Sciences (Anthropology, Economics, Sociology, and Political Science), Humanities (History, Philosophy, English, and Spanish), and Behavioral and Natural Sciences (Psychology and Biology).

The project activities include: 1) a one-day open conference on "Integrating Race, Class, and Gender into the Curriculum and Research"; 2) a three-day Faculty Development Seminar; 3) the development and publication of research guides and resource materials on Puerto Rican women; 4) the development of a computerized database on Latin American and Caribbean women (LACS WOMENET) that will provide bibliographic research information on Puerto Rican women through computer search or printed copy; 5) a series of faculty exchanges between University at Albany and University of Puerto Rico faculty; and, 6) a one-year lecture series program of visiting speakers on topics dealing with Puerto Rican women.

The public conference will provide an overview of theoretical issues and considerations for race and gender research and teaching and the methodology for integrating women of color into the curriculum. Emphasis will be given to issues related to the Latina experience in the United States, and women and development issues in Latin America and the Caribbean.

For the Faculty Development Seminar, to be held in June 1991, each of the disciplinary tracks will address two questions: In what ways has the new scholarship on women questioned, challenged, or modified the concepts, theories, and methodologies that have traditionally constituted received knowledge within that discipline?; and, What are some of the general strategies that have been used to revise courses successfully to include consideration of gender, class, race, and ethnicity issues?

Project Co-Directors:
Edna Acosta-Belén, Director
Center for Latin America
and the Caribbean
Chris Bose, Director
Institute for Research on Women
University at Albany, SUNY
1400 Washington Ave.
Albany, NY 12222
518/442-4890 or 518/442-4670

UNIVERSITY OF PUERTO RICO, CAYEY CAMPUS
PROYECTO ESTUDIOS DE LA MUJER

Towards a Gender Balanced Liberal Arts Core Curriculum

"Towards a Gender Balanced Liberal Arts Core Curriculum" is a two-year curricular development enrichment and faculty development project designed to promote the inclusion of gender studies scholarship into the entry-level mandatory Liberal Arts courses of the University of Puerto Rico (UPR). The aim of this initiative is to provide faculty and students with a gender balanced perception of academic pursuits and with the knowledge they need in order to appreciate women's contribution to Puerto Rican and world societies. This development project is the culmination of a series of institutional research and curricular development activities carried out since 1986 by Proyecto Estudios de la Mujer (Pro-Mujer)--the women's studies program of the state university system--which coordinates the project.

Three entry level, mandatory, high-enrollment, basic skills and knowledge introductory courses of the University's core curriculum have been targeted for enrichment: Social Sciences, Spanish (which is our first language) and English (which is studied as a second language). The director of Pro-Mujer and a project coordinator will work with a team of one coordinator from each of the the three chosen disciplines and fifteen professors from the undergraduate UPR colleges, located throughout the Island. They will utilize expert consultants from Puerto Rico and abroad, established bibliographies, lists of audiovisual materials and their own perspectives to research possible contributions of gender research to the Hispanic, particularly Puerto Rican, environment.

Participants will be involved in a schedule of seminars, workshops and independent readings directed to rethinking the traditional content and methods of these courses in the light of gender studies. In these contexts they will have the opportunity to share the results of their efforts to develop and assemble course materials for use within the existing curricular structure. As the project develops, Pro-Mujer's newsletter, *Tejemeneje*, will devote space to recent bibliography and information on the project.

The immediate impact will be felt in over 38 course sections by over 1,150 students each semester during the pilot phases of the project. This number will multiply and have an impact on the broader undergraduate curriculum as the participating faculty share experiences, enriched syllabi, study guides and support materials with other interested colleagues, and incorporate their new knowledge and skills into the other courses they teach.

Information about the project will also be disseminated at seminars to be held at each of the University of Puerto Rico's campuses.

Project Director: Yamila Azize
Proyecto de Estudios de la Mujer
Universidad de Puerto Rico
Cayey, PR 00633
809/738-4218

The National Council for Research on Women is an independent association of nearly seventy centers and organizations that support and conduct feminist research, policy analysis, and educational programs. Formed in 1981 as a working alliance to bridge traditional distinctions among scholarship, policy, and action programs, the Council also works to strengthen ties with other national and international organizations and coalitions. Through its member centers, affiliates, and sponsored projects like the National Network of Women's Caucuses, the Council links over 10,000 women and men scholars and practitioners in this country and abroad and serves constituencies that include the academic community, public policy makers, and the general public.